**Unit Plan**

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| **Department:** | | **World Languages** | |
| **Course:** | | **Heritage Learners Level 3** | |
| **Theme:** | | **Personal and Public Identities** | |
| **Topic:** | | **Latin American Identity** | |
| **Learning Scenario** | | Students will be able to describe themselves and others and begin to understand the struggles that are presented in modern-day Latin America. They will be able to identify indigenous groups in Central and South America. | |
| **Standard(s):** | |  | |
| **Desired Results** | | | |
| **Understandings** | | Diversity presents challenges and benefits, as well as personal struggle with these varying identities.  The change that the indigenous groups are facing in Latin America is difficult.  Individualism is defined by each person through their culture, language, and personal history. | |
| **Essential Questions** | | What does it mean to be an individualist?  How is identity revealed, discovered, and expressed in various situations?  How do language and culture influence identity?  How does one’s identity develop over time? | |
| **Skills / Functions**  what students will know and be able to do | | | **Knowledge**  what students will need in terms of vocabulary and structures to demonstrate their knowledge |
| Exchange information about yourself and others. | | | Describe physical traits using new vocabulary and the verb ser. |
| Identify individualism and contrast how it fits into Latin American identity. | | | Describe emotions using vocabulary and the verb estar. |
| Compare Latin American indigenous cultures with your own identity. | | | Correctly use present tense verbs including irregulars. |
| Compare and contrast other romance languages and indigenous languages with Spanish and personal identity. | | | Identify the different levels and use verbs from Bloom’s taxonomy to question a variety of texts, fiction and non-fiction |
| Consider the struggle of identity between Latin American cultures past and present. | | | Employ the subjunctive tense using modes of emotion. |
|  | | | Understand and use new vocabulary pertaining to Latin American identity in reading both fiction and non-fiction. |
| **Assessment Evidence** | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | |
| Interpretive | Read and listen to information describing people. Complete a written activity combining the information with opinions and thoughts. | | |
| Interpersonal | Respond to an oral conversation expressing positive and negative emotions. | | |
| Presentational | Create a prezi about an indigenous group from Central or South America and present the information including the group’s challenges in present-day Latin America. | | |
| **Formative Assessments** | | | **Other Summative Assessments** |
| Cornell-Notes/written summaries.  Complete pre-assessment and post-assessment of vocabulary knowledge.  Write a personal statement describing themselves and their emotions about their personal identity. | | | Create a poster about a poem of choice and the different components and complexities of the Latin American identity. |
| Learning Activities | | | |
| 1. Listen to song by Calle 13 and add other adjectives to describe Latin American identity. Discuss in small groups the issues that modern-day Latin Americans may encounter, along with historical references from the song. 2. Describe yourself and your family orally and in written expression using vocabulary from Unit I. Students will be expected to use the verbs ser and estar correctly in both oral and written expressions in context. 3. Read “Poblaciones indígenas latinoamericanas” on p. 3-4 in text. Have students do jigsaw reading activity in groups of 3-4. Having presented the levels of Bloom’s taxonomy in Spanish, students will identify levels 1-3 of questioning from the handout. 4. Read “La máscara mexicana” by Octavio Paz. Students will discuss in small groups the identity crisis and expand it to include all Spanish-speakers and indigenous groups in Latin America. Groups will prepare written documentation of the discussion. Individual students will also prepare a “máscara” of their own to present to class informally about their own Latin American identity. 5. Watch “Bolivia” Globetrekker episode. The class will pay particular attention to the various indigenous groups presented and how modern-day life is changing their lifestyles. 6. Students will listen to a sampling of the quechua language from South America then read the poem “¿Quién sabe?” in text p. 17. They will identify the message of the poem and link it to the Globetrekker video. Students will also read “Walimai” by Isabel Allende (text p 22) and compare/contrast the message from the story and the poem. 7. Class will brainstorm adjectives, including presented vocabulary from Unit I, that describe a hero. What would they want the hero to *do*? What *recommendations* do they have for the hero? Do they *wish* they were a hero? Class discussion will lead to information given by students and teacher on the subjunctive tense. When is it used? How is it formed? Students will aid teacher on the rules and use of the subjunctive tense. Students will then write a paragraph about their own personal hero and include the subjunctive and appropriate vocabulary. 8. Students will respond in written form to the question “What does it mean to be an individual?” and share/report out to the class. The class will read in small groups their text p 388-391 and re-discuss the primary question. Then students will contemplate several works of art that have Latin American identity themes. The students will choose one work of art and communicate its message both orally and in written form. Can the link of individualism and Latin American identity be seen in the work of art? How? | | | |
| Resources | | | |
| Cuaderno para hispanohablantes-*Avancemos 3*  *Contemporary Latin American Literature*  *Convocación de palabras*—lectura y redacción  *Descubre-lengua y cultura del mundo hispánico*  *El español para nosotros*-nivel 2 libro y cuaderno  [www.zambombazo.com](http://www.zambombazo.com)  “Bolivia” *Globetrekker* video  Various internet sites about indigenous cultures | | | |